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ABSTRACT

A study examined student and teacher perceptions of consumer and homemaking tasks needed and taught in secondary home economics classes in order to determine if any significant differences existed among the perceptions of male students, female students, and teachers. Of the 12,242 surveys that were mailed to Louisiana high school graduates of 1978-1982 who had taken home economics, 1,442 were returned. Of these, 1,309 surveys were completed by females and 121 by males. Of the 503 home economics teachers who received questionnaires, 357 completed and returned usable surveys. Analysis of both groups of completed questionnaires revealed that the students and teachers registered a high degree of similarity in both the tasks that they perceived as needing to be taught and the tasks they perceived as actually having been taught. Generally, those tasks perceived as being most needed--making responsible decisions, repairing or altering clothing, making a home more energy efficient, storing food properly, and preparing nutritious meals--were also perceived as being among the skills taught most frequently. Implications were drawn for minor curriculum revisions. (The survey instrument is appended, and 17 tables of data are included in this report.) (MN)

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STUDENT AND TEACHER PERCEPTIONS OF CONSUMER AND HOMEMAKING TASKS NEEDED AND TAUGHT

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STUDENT AND TEACHER PERCEPTIONS OF CONSUMER AND HOMEMAKING TASKS NEEDED AND TAUGHT

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Funded by

Louisiana Department of Education

School of Home Economics
University of Southwestern Louisiana
Lafayette, Louisiana

December 1984

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INTRODUCTION

The 1976 Vocational Amendments challenged vocational educators, in particular the consumer and homemaking component, to provide assessments of their programs. This is a vital thrust of Home Economics Education today. In order to develop future consumer and homemaking curriculum which most appropriately meets the needs of students, it is vital to assess what has been taught in consumer and homemaking programs. The role of the homemaker has changed. Females are employed outside the home and must balance homemaking with their outside careers. Males are assuming more homemaking tasks. Both males and females, therefore, require homemaking skills.

The purpose a former study funded in 1982-1983 by the Louisiana State Department of Education was to study Home Economics Curriculum needs by surveying former secondary home economics students to determine what tasks they learned in class and what instruction would have been helpful.

This follow-up study studied the perceptions of secondary home economics teachers as to whether they taught the tasks evaluated in the 1983 study.

OBJECTIVES

The objectives of the original study were:

1. To identify whether specified consumer and homemaking tasks were perceived by male and female students as having been taught in secondary vocational home economics programs
2. To identify whether specified consumer and homemaking tasks were perceived as having not been taught in secondary vocational home economics programs but as needed by homemakers
3. To disseminate the findings.

To augment that study the objectives of this study were:

1. To identify whether specified consumer and homemaking tasks were perceived by secondary home economics teachers as having been taught in secondary vocational home economics programs
2. To identify whether specified consumer and homemaking tasks were perceived by secondary home economics teachers as needed by male homemakers and by female homemakers.

DESCRIPTION OF THE NATURE OF THE PROBLEM

The purpose of this project was to analyze whether the perceptions of students concerning consumer and homemaking tasks taught and needed correlates with the perceptions of teachers as to what they felt they taught and what was needed by homemakers. Since the goal of vocational home economics education is to prepare students for their roles as homemakers it is imperative that the needs of students both male and female are matched closely by what they are taught. Teachers must be concerned

that the information they present is indeed internalized by the student.

EDUCATIONAL SIGNIFICANCE

The results of this project can be effectively used to improve consumer and homemaking education. Since this study determined through student and teacher input the tasks needed and studied, teachers and curriculum developers can utilize this information to better meet student needs in the classroom.

METHODOLOGY

The objectives of this project were met by the following procedures:

1. The project was administered and conducted by the School of Home Economics of the University of Southwestern Louisiana in cooperation with the Louisiana State Department of Education.
2. A questionnaire from the 1983 study was adapted to survey whether home economics teachers perceived consumer and homemaking tasks as taught, and/or needed.
3. Names and addresses of secondary home economics teachers in Louisiana were obtained in cooperation with the State Department of Education.
4. The questionnaire was mailed to secondary home economics teachers.
5. Returned questionnaires were analyzed by frequency distribution.

6. Comparison of data to student responses was statistically analyzed.

ANALYSIS OF DATA

Demographic Information

Students

Twelve thousand two hundred forty-two (12,242) questionnaires were mailed to high school graduates of 1978-82 who had taken home economics. Fourteen hundred forty-two (1,442) responses were returned and tabulated. This represented a 12 percent return. The low response rate was attributed primarily to the use of parents' addresses at the time of graduation.

Ninety-one percent (1,309) of the participants were female. Eight percent (121) were male. Twelve respondents did not indicate their sex.

Employed persons constituted 56 percent (811) of the sample while 41 percent (585) were not employed. Forty-six participants did not give their employment status.

The number of semesters of home economics completed by the graduates was 1 semester - 16 percent (224), 2 semesters - 23 percent (337), 3 semesters - 17 percent (242), 4 semesters - 25 percent (365), and 5 or more semesters - 15 percent (215). Fifty-nine former students did not designate their home economics enrollment.

Fourteen percent (203) of the sample graduated in 1978, 19 percent (271) in 1979, 19 percent (274) in 1980, 20 percent (296) in 1981, and 26 percent (382) in 1982. Sixteen respondents did not list their year of graduation. (See Table I.)

Teachers

Five hundred three (503) questionnaires were mailed to secondary teachers in Louisiana. Three hundred fifty-seven (357) responses were returned and tabulated. Only teachers who taught in Louisiana parishes from 1978-82 were included in the analyzed sample. This represented a seventy-one (71) percent return.

Forty-eight percent (171) of the respondents had completed a bachelor's degree, thirty-one percent (112) a master's degree, and nineteen percent (67) a master's degree plus 30 credits. Seven respondents did not record their level of education.

Nineteen percent (66) of the teachers had completed 0-3 university credits beyond the bachelor's degree in the last five years, thirty-six percent (129) 4-15 credits, twenty-four percent (84) 16-30 credits, and twenty percent (70) more than 30 credits. Eight teachers did not list their recent educational efforts.

Twenty-two percent (78) of the participants had taught home economics from 1-5 years, twenty-four percent (84) had taught 6-10 years, nineteen percent (70) had taught 11-15 years, and thirty-four percent (123) had taught more than 15 years. Two teachers did not indicate their length of service.

Eighteen percent (64) of those completing the questionnaire were from the seven parishes of southwestern Louisiana while eighty-one percent (288) were from other areas of the state. Five teachers did not express their geographic location.

TABLE I: Sample Demographics

Students

Number of Returned Questionnaires Analyzed: 1442

Sex:

Male	121
Female	1309
No Response	12

Employed:

Yes	811
No	585
No Response	46

Semesters of Home Economics:

1	224
2	337
3	242
4	365
5 or more	215

Year of Graduation:

1978	203
1979	271
1980	274
1981	296
1982	382
No response	16

Teachers

Number of Returned Questionnaires Analyzed: 357

Education:

Bachelor's Degree	171
Master's Degree	112
Master's plus 30	67
No Response	7

Hours of University Credit Beyond the Bachelor's Degree in the Last Five Years:

0-3	66
4-15	129
16-30	84
Over 30	70
No Response	8

Table I Continued

Years of Experience as a Home Economics Teacher:

1-5	78
6-10	84
11-15	70
Over 15	123
No Response	2

Geographic Location:

7 Southwestern Louisiana Parishes	64
Other Louisiana Parishes	288
No Response	5

ANALYSIS OF TEACHER RESPONSES

Analysis of Tasks Taught and Not Taught

A majority of the teachers surveyed felt they had taught each of the questionnaire tasks except "use home computers," "maintain yard and garden," and "manage sex responsibly." (See Table II.) Items most frequently entered as having been taught included "make responsible decisions," "read labels," "prepare nutritious meals," "serve attractive meals," "store food properly," "sew clothing," "practice good health habits," "maintain personal hygiene and grooming," "set long- and short-term goals," and "choose clothing for self and others." (See Table III.)

Tasks which teachers covered least frequency were "use home computers," "maintain yard and garden," "manage sex responsibly," "choose wisely when eating out," "handle family crises," "buy insurance," "select and arrange home furnishings," "get a loan," "plan time for work, rest and leisure," and "entertain in the home." (See Table IV.)

TABLE II: Frequencies of Consumer and Homemaking Tasks Perceived by Home Economics Teachers as Taught

Task	Frequency
1. Get a loan	246
2. Make responsible decisions	349
3. Communicate effectively with family members	324
4. Make a budget based on income	304
5. Choose toys for children	297
6. Repair or alter clothing	278
7. Launder clothes	295
8. Maintain personal hygiene and grooming	331
9. Buy household goods	301
10. Choose clothing for self and others	328
11. Handle family crises	233
12. Select housing	264
13. Select and arrange home furnishings	243
14. Make a home more energy efficient	268
15. Maintain ideal weight	311
16. Choose wisely when eating out	229
17. Serve attractive meals	338
18. Maintain yard and garden	27
19. Entertain in the home	254
20. Buy insurance	239
21. Read and understand a warranty	299
22. Select suitable child care	281
23. Sew clothing	336

Table II Continued

Task	Frequency
24. Store food properly	337
25. Clean and maintain a home	294
26. Discipline children appropriately	297
27. Plan time for work, rest, and leisure	247
28. Plan for routine tasks	274
29. Select clothing	324
30. Use home computers	26
31. Evaluate convenience foods	310
32. Maintain pleasant home atmosphere	281
33. Develop a positive outlook on life	322
34. Use credit wisely	307
35. Balance a checkbook	251
36. Prepare nutritious meals	342
37. Read labels	346
38. Manage sex responsibly	159
39. Set long- and short-term goals	330
40. Care for infants and young children	324
41. Make decisions about marriage	281
42. Practice good health habits	336

N = 357

TABLE III: Ranking of Consumer and Homemaking Tasks Most Frequently Listed by Home Economics Teachers as Taught

	Task	Frequency
1.	Make responsible decisions	349
2.	Read labels	346
3.	Prepare nutritious meals	342
4.	Serve attractive meals	338
5.	Store food properly	337
6.	Sew clothing	336
7.	Practice good health habits	336
8.	Maintain personal hygiene and grooming	331
9.	Set long- and short-term goals	330
10.	Choose clothing for self and others	328

N = 357

TABLE IV: Ranking of Consumer and Homemaking Tasks Least Frequently Listed by Home Economics Teachers as Taught

	Task	Frequency
1.	Use home computers	26
2.	Maintain yard and garden	27
3.	Manage sex responsibly	159
4.	Choose wisely when eating out	229
5.	Handle family crises	233
6.	Buy insurance	239
7.	Select and arrange home furnishings	243
8.	Get a loan	246
9.	Plan time for work, rest, and leisure	247
10.	Entertain in the home	254

N = 357

Analysis of Tasks Needed and Not Needed

All consumer and homemaking tasks surveyed were considered to be needed by a large majority of the home economics teachers. (See Table V.) Tasks registering the highest levels of need included "make responsible decisions," "communicate effectively with family members," "repair or alter clothing," "choose clothing for self and others," "make a home more energy efficient," "store food properly," "read labels," "serve attractive meals," "read and understand a warranty," "prepare nutritious meals," and "set long- and short-term goals." (See Table VI.)

Ten tasks listed least frequently by teachers as needed included "maintain yard and garden," "use home computers," "choose wisely when eating out," "entertain in the home," "plan for routine tasks," "manage sex responsibly," "get a loan," "plan time for work, rest, and leisure," "launder clothes," and "buy insurance." (See Table VII.)

TABLE V: Frequencies of Consumer and Homemaking Tasks Perceived as Needed by Home Economics Teachers

	Task	Frequency
1.	Get a loan	336
2.	Make responsible decisions	354
3.	Communicate effectively with family members	354
4.	Make a budget based on income	351
5.	Choose toys for children	349
6.	Repair or alter clothing	354
7.	Launder clothes	338
8.	Maintain personal hygiene and grooming	348
9.	Buy household goods	346
10.	Choose clothing for self and others	354
11.	Handle family crises	349
12.	Select housing	349
13.	Select and arrange home furnishings	341
14.	Make a home more energy efficient	354
15.	Maintain ideal weight	350
16.	Choose wisely when eating out	322
17.	Serve attractive meals	352
18.	Maintain yard and garden	215
19.	Entertain in the home	325
20.	Buy insurance	340
21.	Read and understand a warranty	352
22.	Select suitable child care	347
23.	Sew clothing	349

Table V Continued

Task	Frequency
24. Store food properly	353
25. Clean and maintain a home	348
26. Discipline children appropriately	348
27. Plan time for work, rest, and leisure	336
28. Plan for routine tasks	332
29. Select clothing	349
30. Use home computers	300
31. Evaluate convenience foods	350
32. Maintain pleasant home atmosphere	342
33. Develop a positive outlook on life	350
34. Use credit wisely	351
35. Balance a checkbook	345
36. Prepare nutritious meals	352
37. Read labels	353
38. Manage sex responsibly	335
39. Set long- and short-term goals	352
40. Care for infants and young children	351
41. Make decisions about marriage	348
42. Practice good health habits	351

N = 357

TABLE VI: Ranking of Consumer and Homemaking Tasks Most Frequently Listed as Needed by Home Economics Teachers

	Task	Frequency
1.	Make responsible decisions	354
2.	Communicate effectively with family members	354
3.	Repair or alter clothing	354
4.	Choose clothing for self and others	354
5.	Make a home more energy efficient	354
6.	Store food properly	353
7.	Read labels	353
8.	Serve attractive meals	352
9.	Read and understand a warranty	352
10.	Prepare nutritious meals	352
11.	Set long- and short-term goals	352

N = 357

TABLE VII: Ranking of Consumer and Homemaking Tasks Least Frequently Listed as Needed by Home Economics Teachers

	Task	Frequency
1.	Maintain yard and garden	215
2.	Use home computers	300
3.	Choose wisely when eating out	322
4.	Entertain in the home	325
5.	Plan for routine tasks	332
6.	Manage sex responsibly	335
7.	Get a loan	336
8.	Plan time for work, rest, and leisure	336
9.	Launder clothes	338
10.	Buy insurance	340

N = 357

Comparison of Tasks Taught and Tasks Needed

Participating teachers exhibited great consistency in the tasks they viewed as needed and those which they had taught. Cited among the top ten priority tasks for both needed and taught were "make responsible decisions," "choose clothing for self and others," "store food properly," "read labels," "serve attractive meals," "prepare nutritious meals," and "set long- and short-term goals." Considered to be within the top ten areas taught and registering only slightly below the ten priority needs were "sew clothing," "practice good health habits," and "maintain personal hygiene and grooming." "Communicate effectively with family" was ranked as second most needed and eleventh most frequently taught. Perhaps suggesting the need for curricular revisions, three tasks highly rated as needed were more moderately registered as taught. These were "repair or alter clothing," "make a home more energy efficient," and "read and understand a warranty."

Similarly, teachers assigned lowest priorities for both skills taught and needed to "maintain yard and garden," "use home computers," "choose wisely when eating out," "entertain in the home," "manage sex responsibly," "get a loan," "plan time for work, rest, and leisure," and "buy insurance." Each of these tasks occupied positions among the lowest ten rankings for teacher's perceptions of tasks needed to be learned by secondary school graduates and tasks which had been included in the curriculum.

The remaining two skills listed among the ten least frequently cited tasks for both groups were correspondingly low in the alternate group although not in the lowest 10 ranks.

These were "plan for routine tasks" and "launder clothes," and "handle family crises" and "select and arrange home furnishings."

Analysis by Level of Education

Taught/Not Taught

Great consistency was shown by the teachers with varying levels of education for 36 of the 42 questionnaire items. For only 6 tasks did the level of education appear to influence the degree to which it had been taught. For "get a loan" variability was seen as 73.6% of teachers with bachelor's degrees said it had been taught as compared to 64.5% with master's degrees and 81.5% with a master's degree plus 30 hours. Similarly, "make a home more energy efficient" showed differences as 81.1% of bachelor's holders, 70% of master's holders, and 74.6% of master's plus 30 holders listed it as taught. "Maintain yard and garden" was also affected by level of education. It was taught by 5.1% of baccalureate recipients, 6.7% of master's recipients, and 15.9% of master's plus 30 recipients. "Buy insurance" registered 71.6% with baccaluareates, 63% with master's, and 77.3% with master's plus 30 as having been taught and "read and understand a warranty" showed 87.3% with baccalaureates, 79.5% with master's, and 92.5% with master's plus 30 as having taught it. "Using credit wisely" also showed diversity. It was recorded as taught by 87.5% of the baccalaureate category, 82% of the master's category, and 98.5% of the master's plus 30 category. Generally for each of the items showing deviations based on level of education topics were taught most by teachers who had achieved a master's degree plus 30 hours of credit. (See Table VIII.)

TABLE VIII: Frequencies of Tasks Taught and Not Taught According to Teachers' Level of Education

	Task	Degree	Taught	Not Taught	Total
1.	Get a loan	Bachelors'	120	43	163
		Masters'	71	39	110
		Masters' + 30	53	12	65
2.	Make responsible decisions	Bachelors'	168	2	170
		Masters'	112	0	112
		Masters' + 30	66	0	66
3.	Communicate effectively with family members	Bachelors'	158	11	169
		Masters'	102	9	111
		Masters' + 30	61	6	67
4.	Make a budget based on income	Bachelors'	149	20	169
		Masters'	94	18	112
		Masters' + 30	58	9	67
5.	Choose toys for children	Bachelors'	142	27	169
		Masters'	95	16	111
		Masters' + 30	58	8	66
6.	Repair or alter clothing	Bachelors'	134	35	169
		Masters'	88	22	110
		Masters' + 30	54	12	66
7.	Launder clothes	Bachelors'	146	23	169
		Masters'	89	20	109
		Masters' + 30	57	9	66
8.	Maintain personal hygiene and grooming	Bachelors'	162	9	171
		Masters'	104	7	111
		Masters' + 30	63	4	67
9.	Buy household goods	Bachelors'	148	20	168
		Masters'	91	17	108
		Master's + 30	58	8	66
10.	Choose clothing for self and others	Bachelors'	164	5	169
		Masters'	104	8	112
		Master's + 30	60	5	65
11.	Handle family crises	Bachelors'	118	48	166
		Masters'	68	42	110
		Masters + 30	44	21	65

Table VIII Continued

Task	Degree	Taught	Not Taught	Total
12. Select housing	Bachelors'	131	39	140
	Masters'	80	28	108
	Masters' + 30	50	17	67
13. Select and arrange home furnishings	Bachelors'	115	51	166
	Masters'	74	34	108
	Masters' + 30	51	15	66
14. Make a home more energy efficient	Bachelors'	137	32	169
	Masters'	77	33	110
	Masters' + 30	50	17	67
15. Maintain ideal weight	Bachelors'	152	19	171
	Masters'	94	18	112
	Masters' + 30	63	4	67
16. Choose wisely when eating out	Bachelors'	111	57	168
	Masters'	72	39	111
	Masters' + 30	45	20	65
17. Serve attractive meals	Bachelors'	166	4	170
	Masters'	63	3	66
	Masters' + 30	66	0	66
18. Maintain yard and garden	Bachelors'	8	150	158
	Masters'	7	98	105
	Masters' + 30	10	53	63
19. Entertain in the home	Bachelors'	121	45	166
	Masters'	76	32	108
	Masters' + 30	54	13	67
20. Buy insurance	Bachelors'	116	46	162
	Masters'	68	40	108
	Masters' + 30	51	15	66
21. Read and understand a warranty	Bachelors'	145	21	166
	Masters'	89	23	112
	Masters' + 30	62	5	67
22. Select suitable child care	Bachelors'	138	29	167
	Masters'	86	23	109
	Masters' + 30	56	11	67
23. Sew clothing	Bachelors'	162	6	168
	Masters'	106	6	112
	Masters' + 30	65	2	67
24. Store food properly	Bachelors'	166	4	170
	Masters'	105	7	112
	Masters' + 30	63	4	67

Table VIII Continued

	Task	Degree	Taught	Not Taught	Total
25.	Clean and maintain a home	Bachelors'	145	22	167
		Masters'	90	20	110
		Masters' + 30	55	11	66
26.	Discipline children appropriately	Bachelors'	145	21	166
		Masters'	91	17	108
		Masters' + 30	58	8	66
27.	Plan time for work, rest, and leisure	Bachelors'	122	43	165
		Masters'	73	35	108
		Masters' + 30	49	18	67
28.	Plan for routine tasks	Bachelors'	134	31	165
		Masters'	86	22	108
		Masters' + 30	50	16	66
29.	Select clothing	Bachelors'	159	7	166
		Masters'	101	8	109
		Masters' + 30	61	6	67
30.	Use home computers	Bachelors'	16	150	166
		Masters'	2	103	105
		Masters' + 30	6	59	65
31.	Evaluate convenience foods	Bachelors'	151	19	170
		Masters'	96	15	111
		Masters' + 30	60	7	67
32.	Maintain pleasant home atmosphere	Bachelors'	139	25	164
		Masters'	81	27	108
		Masters' + 30	57	10	67
33.	Develop a positive outlook on life	Bachelors'	157	12	169
		Masters'	99	11	110
		Masters' + 30	62	4	66
34.	Use credit wisely	Bachelors'	147	21	168
		Masters'	91	20	111
		Masters' + 30	66	1	67
35.	Balance a checkbook	Bachelors'	120	48	168
		Masters'	78	33	111
		Masters' + 30	50	16	66
36.	Prepare nutritious meals	Bachelors'	168	2	170
		Masters'	108	4	112
		Masters' + 30	63	3	66

Table VIII Continued

Task	Degree	Taught	Not Taught	Total
37. Read labels	Bachelors'	167	4	171
	Masters'	110	2	112
	Masters' + 30	66	0	66
38. Manage sex responsibly	Bachelors'	75	91	166
	Masters'	50	58	108
	Masters' + 30	29	35	64
39. Set long- and short-term goals	Bachelors'	162	8	170
	Masters'	101	11	112
	Masters' + 30	64	2	66
40. Care for infants and young children	Bachelors'	159	10	169
	Masters'	103	7	110
	Masters' + 30	60	7	67
41. Make decisions about marriage	Bachelors'	136	33	169
	Masters'	87	24	111
	Masters' + 30	55	10	65
42. Practice good health habits	Bachelors'	164	6	170
	Masters'	105	7	112
	Masters' + 30	64	2	66

N = 357

Needed/Not Needed

In most cases the amount of education attained by teachers did not influence whether they felt a task was needed or not. Only for two items were differences seen. "Maintain yard and garden" showed greatest need by those in the master's plus 30 group, 76.2%. The baccalaureate group registered 61.4% and the master's group 59%. Similarly, for "use home computers" 93.8% of master's plus 30 teachers felt a need followed by 84.3% of baccalaureate teachers, and 81.9% of master's teachers. (See Table IX.)

TABLE IX: Frequencies of Tasks Needed and Not Needed According to Teacher's Level of Education

	Task	Degree	Needed	Not Needed	Total
1.	Get a loan	Bachelors'	154	9	163
		Masters'	106	4	110
		Masters' + 30	65	0	65
2.	Make responsible decisions	Bachelors'	169	1	170
		Masters'	112	0	112
		Masters' + 30	66	0	66
3.	Communicate effectively with family members	Bachelors'	169	0	169
		Masters'	110	1	111
		Masters' + 30	67	0	67
4.	Make a budget based on income	Bachelors'	168	1	169
		Masters'	112	0	112
		Masters' + 30	67	0	67
5.	Choose toys for children	Bachelors'	164	5	169
		Masters'	111	0	111
		Masters' + 30	65	1	66
6.	Repair or alter clothing	Bachelor's	167	2	169
		Masters'	109	1	110
		Masters' + 30	60	0	60
7.	Launder clothes	Bachelors'	163	6	169
		Masters'	102	7	109
		Masters' + 30	65	1	66
8.	Maintain personal hygiene and grooming	Bachelors'	169	2	171
		Masters'	107	4	111
		Masters' + 30	67	0	67
9.	Buy household goods	Bachelors'	163	5	168
		Masters'	107	1	108
		Masters' + 30	66	0	66
10.	Choose clothing for self and others	Bachelors'	167	0	167
		Masters'	111	1	112
		Masters' + 30	61	0	61
11.	Handle family crises	Bachelors'	165	1	166
		Masters'	109	1	110
		Masters' + 30	64	1	65
12.	Select housing	Bachelors'	167	3	170
		Masters'	106	2	108
		Masters' + 30	66	1	67

Table IX Continued

	Task	Degree	Needed	Not Needed	Total
13.	Select and arrange home furnishings	Bachelors'	160	6	166
		Masters'	105	3	108
		Masters' + 30	65	1	66
14.	Make a home more energy efficient	Bachelors'	169	0	169
		Masters'	107	3	110
		Masters' + 30	67	0	67
15.	Maintain ideal weight	Bachelors'	167	4	171
		Masters'	111	1	112
		Masters' + 30	67	0	67
16.	Choose wisely when eating out	Bachelors'	154	14	168
		Masters'	98	13	111
		Masters' + 30	62	3	65
17.	Serve attractive meals	Bachelors'	168	2	170
		Masters'	111	0	111
		Masters' + 30	66	0	66
18.	Maintain yard and garden	Bachelors'	97	61	158
		Masters'	62	43	105
		Masters' + 30	48	15	63
19.	Entertain in the home	Bachelors'	152	14	166
		Masters'	99	9	108
		Masters' + 30	65	2	67
20.	Buy insurance	Bachelors'	157	5	162
		Masters'	104	4	108
		Masters' + 30	66	0	66
21.	Read and understand a warranty	Bachelors'	166	0	166
		Masters'	111	1	112
		Masters' + 30	67	0	67
22.	Select suitable child care	Bachelors'	163	4	167
		Masters'	109	0	109
		Masters' + 30	66	1	67
23.	Sew clothing	Bachelors'	165	3	168
		Masters'	111	1	112
		Masters' + 30	66	1	64
24.	Store food properly	Bachelors'	169	1	170
		Masters'	112	0	112
		Masters' + 30	67	0	67

Table IX Continued

	Task	Degree	Needed	Not Needed	Total
25.	Clean and maintain a home	Bachelors'	163	4	167
		Masters'	109	1	110
		Masters' + 30	65	1	66
26.	Discipline children appropriately	Bachelors'	165	1	166
		Masters'	107	1	108
		Masters' + 30	66	0	66
27.	Plan time for work, rest, and leisure	Bachelors'	157	8	165
		Masters'	100	8	108
		Masters' + 30	67	0	67
28.	Plan for routine tasks	Bachelors'	153	12	165
		Masters'	101	7	108
		Masters' + 30	66	0	66
29.	Select clothing	Bachelors'	165	1	166
		Masters'	107	2	109
		Masters' + 30	66	1	67
30.	Use home computers	Bachelors'	140	26	166
		Masters'	86	19	105
		Masters' + 30	61	4	65
31.	Evaluate convenience foods	Bachelors'	169	1	170
		Masters'	109	2	111
		Masters' + 30	66	1	67
32.	Maintain pleasant home atmosphere	Bachelors'	160	4	164
		Masters'	104	4	108
		Masters' + 30	67	0	67
33.	Develop a positive outlook on life	Bachelors'	167	2	169
		Masters'	109	1	110
		Masters' + 30	66	0	66
34.	Use credit wisely	Bachelors'	165	3	168
		Masters'	110	1	111
		Masters' + 30	67	0	67
35.	Balance a checkbook	Bachelors'	161	7	168
		Masters'	110	1	111
		Masters' + 30	66	0	66
36.	Prepare nutritious meals	Bachelors'	169	1	170
		Masters'	112	0	112
		Masters' + 30	66	0	66

Table IX Continued

Task	Degree	Needed	Not Needed	Total
37. Read labels	Bachelors'	170	1	171
	Masters'	112	0	112
	Masters' + 30	66	0	66
38. Manage sex responsibly	Bachelors'	160	6	166
	Masters'	105	3	108
	Masters' + 30	62	2	64
39. Set long- and short-term goals	Bachelors'	170	0	170
	Masters'	111	1	112
	Masters' + 30	66	0	66
40. Care for infants and young children	Bachelors'	168	1	169
	Masters'	109	1	110
	Masters' + 30	67	0	67
41. Make decisions about marriage	Bachelors'	165	4	169
	Masters'	111	0	111
	Masters' + 30	65	0	65
42. Practice good health habits	Bachelors'	169	1	170
	Masters'	111	1	112
	Masters' + 30	66	0	66

N = 357

Analysis by Hours of University Credit Beyond the Bachelor's Degree in the Last Five Years

Taught/Not Taught

Recent hours of university credit affected teacher responses as to whether they had taught six questionnaire tasks. "Get a loan" showed the following variation: 0-3 hours, 66.7%; 4-15 hours, 74%; 16-30 hours, 67%; and over 30 hours, 82.6%. Teaching strengths for "select and arrange home furnishings" reflected 0-3 hours, 60.9%; 4-15 hours, 69.6%; 16-30 hours, 75.3%; and over 30 hours, 77.9%. "Buy insurance" had a difference of 79.4% for teachers with over 30 hours as compared to 67.2% for those with 0-3 hours. Variations for "maintain pleasant home atmosphere" were from 86.3% for the 4-15 hours group to 74.6% for the 0-3 hours group. Similarly, the range for "use credit wisely" was from 84.1% for 0-3 hours to 95.7% for more than 30 hours. This was also true for "balance a checkbook," as responses rose from 68.3% for 0-3 hours to 79.7% for more than 30 hours. Generally, recent hours of university credit tended to increase the frequency of tasks being taught. (See Table X.)

TABLE X: Frequencies of Tasks Taught and Not Taught According to Teachers' Hours of University Credit Beyond the Bachelor's Degree in the Last Five Years

	Task	Credits	Taught	Not Taught	Total
1.	Get a loan	0-3	42	21	63
		4-15	91	32	123
		16-30	55	26	81
		over 30	57	12	69
2.	Make responsible decisions	0-3	64	1	65
		4-15	128	0	128
		16-30	82	1	83
		over 30	70	0	70
3.	Communicate effectively with family members	0-3	60	5	65
		4-15	123	5	128
		16-30	76	6	82
		over 30	60	10	70
4.	Make a budget based on income	0-3	55	9	64
		4-15	108	20	128
		16-30	75	9	84
		over 30	61	9	70
5.	Choose toys for children	0-3	57	8	65
		4-15	108	20	128
		16-30	72	11	83
		over 30	57	11	68
6.	Repair or alter clothing	0-3	51	14	65
		4-15	102	24	126
		16-30	67	16	83
		over 30	55	14	69
7.	Launder clothes	0-3	57	8	65
		4-15	108	19	127
		16-30	70	11	81
		over 30	56	13	69
8.	Maintain personal hygiene and grooming	0-3	64	2	66
		4-15	121	8	129
		16-30	78	5	83
		over 30	63	5	68
9.	Buy household goods	0-3	54	10	64
		4-15	112	16	128
		16-30	73	8	81
		over 30	57	10	67

Table X Continued

Task	Credits	Taught	Not Taught	Total
10. Choose clothing for self and others	0-3	*	*	*
	4-15			
	16-30			
	over 30			
11. Handle family crises	0-3	44	20	74
	4-15	89	39	128
	16-30	50	29	79
	over 30	46	22	68
12. Select housing	0-3	44	21	65
	4-15	98	28	126
	16-30	66	18	84
	over 30	53	15	68
13. Select and arrange home furnishings	0-3	39	25	64
	4-15	87	38	125
	16-30	61	20	81
	over 30	53	15	68
14. Make a home more energy efficient	0-3	48	18	66
	4-15	99	27	126
	16-30	62	21	83
	over 30	55	14	69
15. Maintain ideal weight	0-3	57	9	66
	4-15	113	15	128
	16-30	75	9	84
	over 30	62	8	70
16. Choose wisely when eating out	0-3	44	20	64
	4-15	89	38	127
	16-30	51	31	82
	over 30	41	28	69
17. Serve attractive meals	0-3	66	0	66
	4-15	123	5	128
	16-30	79	4	83
	over 30	65	3	68
18. Maintain yard and garden	0-3	6	55	61
	4-15	8	113	121
	16-30	7	70	77
	over 30	6	58	64
19. Entertain in the home	0-3	48	17	65
	4-15	92	34	126
	16-30	59	22	81
	over 30	51	16	67

*Data not available

Table X Continued

Task	Credits	Taught	Not Taught	Total
20. Buy insurance	0-3	41	20	61
	4-15	85	39	124
	16-30	56	25	81
	over 30	54	14	68
21. Read and understand a warranty	0-3	55	9	64
	4-15	106	22	128
	16-30	70	12	82
	over 30	63	6	69
22. Select suitable child care	0-3	52	12	64
	4-15	104	21	125
	16-30	66	18	84
	over 30	57	11	68
23. Sew clothing	0-3	61	3	64
	4-15	124	4	128
	16-30	80	4	84
	over 30	67	2	69
24. Store food properly	0-3	65	1	66
	4-15	123	5	128
	16-30	79	5	84
	over 30	65	4	69
25. Clean and maintain a home	0-3	53	10	63
	4-15	108	21	129
	16-30	70	12	82
	over 30	59	8	67
26. Discipline children appropriately	0-3	54	9	63
	4-15	114	13	127
	16-30	69	13	82
	over 30	57	9	66
27. Plan time for work, rest, and leisure	0-3	44	19	63
	4-15	94	34	128
	16-30	60	19	79
	over 30	45	23	68
28. Plan for routine tasks	0-3	49	14	63
	4-15	106	19	125
	16-30	62	19	81
	over 30	53	15	68
29. Select clothing	0-3	58	5	63
	4-15	122	5	127
	16-30	78	5	83
	over 30	63	4	67

Table X Continued

Task	Credits	Taught	Not Taught	Total
30. Use home computers	0-3	4	59	63
	4-15	12	113	125
	16-30	6	75	81
	over 30	4	62	66
31. Evaluate convenience foods	0-3	60	5	65
	4-15	108	21	129
	16-30	75	9	84
	over 30	62	6	68
32. Maintain pleasant home atmosphere	0-3	47	16	63
	4-15	107	17	124
	16-30	69	13	82
	over 30	53	15	68
33. Develop a positive outlook on life	0-3	56	7	63
	4-15	119	9	128
	16-30	78	5	83
	over 30	64	5	69
34. Use credit wisely	0-3	53	10	63
	4-15	113	15	128
	16-30	71	13	84
	over 30	66	3	69
35. Balance a checkbook	0-3	43	20	63
	4-15	90	38	128
	16-30	62	21	83
	over 30	55	14	69
36. Prepare nutritious meals	0-3	65	0	65
	4-15	125	3	128
	16-30	79	5	84
	over 30	68	1	69
37. Read labels	0-3	64	2	66
	4-15	126	3	129
	16-30	82	1	83
	over 30	69	0	69
38. Manage sex responsibly	0-3	26	36	62
	4-15	61	64	125
	16-30	37	44	81
	over 30	32	36	68
39. Set long- and short-term goals	0-3	57	7	64
	4-15	122	7	129
	16-30	78	6	84
	over 30	68	1	69

Table X Continued

Task	Credits	Taught	Not Taught	Total
40. Care for infants and young children	0-3	59	4	63
	4-15	121	7	128
	16-30	77	7	84
	over 30	64	5	69
41. Make decisions about marriage	0-3	47	17	64
	4-15	105	24	129
	16-30	68	15	83
	over 30	55	12	67
42. Practice good health habits	0-3	63	1	64
	4-15	124	5	129
	16-30	79	5	84
	over 30	65	4	69

N = 357

Needed/Not Needed

The effect of recent hours of university credit was seen for only three questionnaire tasks. "Choose wisely when eating out" reflected variability as 85.9% with 0-3 hours, 96.9% with 4-15 hours, 90.2% with 16-30 hours, and 88.4% with more than 30 hours listed this task as needed. The difference to "maintain yard and garden," fell between 52.5% with 0-3 hours of credit and 71.9% with 4-15 hours of credit noting this task as needed. For "use home computers," the range was from 74.6% with 0-3 hours of credit to 90.9% with more than 30 hours. (See Table XI.)

TABLE XI: Frequencies of Tasks Needed and Not Needed According to Teachers' Hours of University Credit Beyond the Bachelor's Degree in the Last Five Years

	Task	Credits	Needed	Not Needed	Total
1.	Get a loan	0-3	57	6	63
		4-15	119	4	123
		16-30	79	2	81
		over 30	69	0	69
2.	Make responsible decisions	0-3	65	0	65
		4-15	128	0	128
		16-30	82	1	83
		over 30	70	0	70
3.	Communicate effectively with family members	0-3	65	0	65
		4-15	127	1	128
		16-30	82	0	82
		over 30	70	0	70
4.	Make a budget based on income	0-3	64	0	64
		4-15	128	0	128
		16-30	83	1	84
		over 30	70	0	70
5.	Choose toys for children	0-3	65	0	65
		4-15	124	4	128
		16-30	82	1	83
		over 30	67	1	68
6.	Repair or alter clothing	0-3	64	1	65
		4-15	125	1	126
		16-30	82	1	83
		over 30	69	0	69
7.	Launder clothes	0-3	64	1	65
		4-15	120	7	127
		16-30	79	2	81
		over 30	66	3	69
8.	Maintain personal hygiene and grooming	0-3	66	0	66
		4-15	126	3	129
		16-30	81	2	83
		over 30	67	1	68
9.	Buy household goods	0-3	61	3	64
		4-15	127	1	128
		16-30	80	1	81
		over 30	67	0	67

Table XI Continued

Tasks	Credits	Needed	Not Needed	Total
10. Choose clothing for self and others	0-3	*	*	*
	4-15			
	16-30			
	over 30			
11. Handle family crises	0-3	63	1	64
	4-15	127	1	128
	16-30	78	1	79
	over 30	68	0	68
12. Select housing	0-3	64	1	65
	4-15	123	3	126
	16-30	82	2	84
	over 30	68	0	68
13. Select and arrange home furnishings	0-3	62	2	64
	4-15	120	5	125
	16-30	79	2	81
	over 30	68	0	68
14. Make a home more energy efficient	0-3	66	0	66
	4-15	126	0	126
	16-30	80	3	83
	over 30	69	0	69
15. Maintain ideal weight	0-3	64	2	66
	4-15	126	2	128
	16-30	84	0	84
	over 30	69	1	70
16. Choose wisely when eating out	0-3	55	9	64
	4-15	123	4	127
	16-30	74	8	82
	over 30	61	8	69
17. Serve attractive meals	0-3	66	0	66
	4-15	128	0	128
	16-30	81	2	83
	over 30	68	0	68
18. Maintain yard and garden	0-3	32	29	61
	4-15	87	34	121
	16-30	48	29	77
	over 30	40	24	64
19. Entertain in the home	0-3	61	4	65
	4-15	115	11	126
	16-30	75	6	81
	over 30	65	2	67

*Data not available

Table XI Continued

Tasks	Credits	Needed	Not Needed	Total
20. Buy insurance	0-3	57	4	61
	4-15	121	3	124
	16-30	81	0	81
	over 30	67	1	68
21. Read and understand a warranty	0-3	64	0	64
	4-15	128	0	128
	16-30	82	0	82
	over 30	69	0	69
22. Select suitable child care	0-3	63	1	64
	4-15	123	2	125
	16-30	83	1	84
	over 30	67	1	68
23. Sew clothing	0-3	61	3	64
	4-15	127	1	128
	16-30	83	1	84
	over 30	69	0	69
24. Store food properly	0-3	66	0	66
	4-15	128	0	128
	16-30	83	1	84
	over 30	69	0	69
25. Clean and maintain a home	0-3	60	3	66
	4-15	126	3	129
	16-30	82	0	82
	over 30	67	0	67
26. Discipline children appropriately	0-3	63	0	63
	4-15	127	0	127
	16-30	81	1	82
	over 30	66	0	66
27. Plan time for work, rest, and leisure	0-3	59	4	63
	4-15	123	5	128
	16-30	75	4	79
	over 30	65	3	68
28. Plan for routine tasks	0-3	59	4	63
	4-15	120	5	125
	16-30	75	6	81
	over 30	64	4	68
29. Select clothing	0-3	63	0	63
	4-15	126	1	127
	16-30	81	2	83
	over 30	67	0	67

Table XI Continued

Tasks	Credits	Needed	Not Needed	Total
30. Use home computers	0-3	47	16	63
	4-15	110	15	125
	16-30	70	11	81
	over 30	60	6	66
31. Evaluate convenience foods	0-3	65	0	65
	4-15	128	1	129
	16-30	82	2	84
	over 30	67	1	68
32. Maintain pleasant home atmosphere	0-3	62	1	63
	4-15	123	1	124
	16-30	79	3	82
	over 30	66	2	68
33. Develop a positive outlook on life	0-3	62	1	63
	4-15	128	0	128
	16-30	82	1	83
	over 30	69	0	69
34. Use credit wisely	0-3	62	1	63
	4-15	126	2	128
	16-30	83	1	84
	over 30	69	0	69
35. Balance a checkbook	0-3	61	2	63
	4-15	123	5	128
	16-30	82	1	83
	over 30	69	0	69
36. Prepare nutritious meals	0-3	65	0	65
	4-15	128	0	128
	16-30	83	1	84
	over 30	69	0	69
37. Read labels	0-3	66	0	66
	4-15	129	0	129
	16-30	82	1	83
	over 30	69	0	69
38. Manage sex responsibly	0-3	59	3	62
	4-15	121	4	125
	16-30	78	3	81
	over 30	68	0	68
39. Set long- and short-term goals	0-3	63	1	64
	4-15	129	0	129
	16-30	84	0	84
	over 30	69	0	69

Table XI Continued

Task	Credits	Needed	Not Needed	Total
40. Care for infants and young children	0-3	63	0	63
	4-15	127	1	128
	16-30	84	0	84
	over 30	69	0	69
41. Make decisions about marriage	0-3	63	1	64
	4-15	127	2	129
	16-30	82	1	83
	over 30	67	0	67
42. Practice good health habits	0-3	64	0	64
	4-15	129	0	129
	16-30	83	1	84
	over 30	68	1	69

N = 357

Analysis by Years of Experience as a Home Economics Teacher

Taught/Not Taught

The length of experience as a home economics teacher affected participants' responses to twelve of the questionnaire tasks. Generally the trend was that greater experience caused teachers to list tasks as taught more frequently. Items following this trend were "communicate effectively with family members" (range 85.5% - 97.1%), "choose toys for children" (range 76.6% - 88.5%), "by household goods" (range 83.1% - 95.4%), "maintain ideal weight" (range 79.5% - 93.4%), "entertain in the home" (range 64.1% - 79%), "buy insurance" (range 61.3% - 77.1%), "plan time for work, rest, and leisure" (range 63.4% - 80%), "plan for routine tasks" (range 74.4% - 86.2%), "evaluate convenience foods" (range 82.1% - 92.5%), "maintain pleasant home atmosphere" (range 73.7% - 87.4%), "develop a positive outlook on life" (range 82% - 98.5%), and "manage sex responsibly" (range 37.8% - 50.8%). (See Table XII.)

Needed/Not Needed

The number of years as a home economics teacher influenced the need perceived by respondents for only "maintaining yard and garden." 64% who had taught 1-5 years felt the task was needed as compared to 63% for teachers with 6-10 years of experience, 50.8% for teachers with 11-15 years of experience, and 71.2% for teachers with more than 15 years of experience. (See Table XII.)

TABLE XII: Frequencies of Tasks Taught and Not Taught According to Teachers' Years of Experience As a Home Economics Teacher

	Task	Years of Experience	Taught	Not Taught	Total
1.	Get a loan	1-5	50	25	75
		6-10	60	21	81
		11-15	45	21	66
		over 15	91	28	119
2.	Make responsible decisions	1-5	77	0	77
		6-10	81	2	83
		11-15	69	0	69
		over 15	122	0	122
3.	Communicate effectively with family members	1-5	65	11	76
		6-10	79	5	84
		11-15	67	2	69
		over 15	113	8	221
4.	Make a budget based on income	1-5	67	10	77
		6-10	73	11	84
		11-15	59	10	69
		over 15	105	16	121
5.	Choose toys for children	1-5	59	18	77
		6-10	71	11	82
		11-15	59	9	68
		over 15	108	14	122
6.	Repair or alter clothing	1-5	59	18	77
		6-10	65	18	83
		11-15	55	12	67
		over 15	99	22	121
7.	Launder clothes	1-5	66	12	78
		6-10	70	12	82
		11-15	54	12	66
		over 15	105	17	122
8.	Maintain personal hygiene and grooming	1-5	73	4	77
		6-10	78	4	82
		11-15	64	5	69
		over 15	116	7	123
9.	Buy household goods	1-5	64	13	77
		6-10	71	12	83
		11-15	62	3	65
		over 15	104	17	121

Table XII Continued

Task	Years of Experience	Taught	Not Taught	Total
10. Choose clothing for self and others	1-5	*	*	*
	6-10			
	11-15			
	over 15			
11. Handle family crises	1-5	50	25	75
	6-10	57	24	81
	11-15	46	21	67
	over 15	80	41	121
12. Select housing	1-5	62	15	77
	6-10	58	25	83
	11-15	50	18	68
	over 15	94	26	120
13. Select and arrange home furnishings	1-5	52	24	76
	6-10	56	27	83
	11-15	46	20	66
	over 15	89	29	118
14. Make a home more energy efficient	1-5	58	18	76
	6-10	61	22	83
	11-15	53	16	69
	over 15	96	25	121
15. Maintain ideal weight	0-5	62	16	78
	6-10	73	11	84
	11-15	63	7	70
	over 15	113	8	121
16. Choose wisely when eating out	1-5	44	33	77
	6-10	50	34	68
	11-15	90	28	118
	over 15	40	23	63
17. Serve attractive meals	1-5	77	1	78
	6-10	80	3	83
	11-15	66	3	69
	over 15	115	5	120
18. Maintain yard and garden	1-5	9	66	75
	6-10	4	77	81
	11-15	3	58	61
	over 15	11	100	111
19. Entertain in the home	1-5	50	28	78
	6-10	60	22	82
	11-15	49	16	65
	over 15	94	25	119

*Data not available

Table XII Continued

Task	Years of Experience	Taught	Not Taught	Total
20. Buy insurance	1-5	46	29	75
	6-10	57	23	80
	11-15	45	21	66
	over 15	91	27	118
21. Read and understand a warranty	1-5	64	13	77
	6-10	72	10	82
	11-15	58	10	68
	over 15	105	16	121
22. Select suitable child care	1-5	61	16	77
	6-10	68	15	83
	11-15	53	14	67
	over 15	99	20	119
23. Sew clothing	1-5	74	3	77
	6-10	81	3	84
	11-15	66	2	68
	over 15	115	6	121
24. Store food properly	1-5	76	2	78
	6-10	79	5	84
	11-15	67	2	69
	over 15	115	6	121
25. Clean and maintain a home	1-5	65	12	77
	6-10	68	15	83
	11-15	57	8	65
	over 15	104	17	121
26. Discipline children effectively	1-5	63	13	76
	6-10	71	12	83
	11-15	58	7	65
	over 15	105	15	120
27. Plan time for work, rest, and leisure	1-5	55	22	77
	6-10	52	30	82
	11-15	52	13	65
	over 15	88	31	119
28. Plan for routine tasks	1-5	60	17	77
	6-10	61	21	82
	11-15	56	9	65
	over 15	97	21	118
29. Select clothing	1-5	71	5	76
	6-10	78	6	84
	11-15	62	3	65
	over 15	113	7	120

Table XII Continued

Task	Years of Experience	Taught	Not Taught	Total
30. Use home computers	1-5	7	69	76
	6-10	10	70	80
	11-15	2	65	67
	over 15	7	109	116
31. Evaluate convenience foods	1-5	67	11	78
	6-10	69	15	84
	11-15	63	5	68
	over 15	111	10	121
32. Maintain pleasant home atmosphere	1-5	56	20	76
	6-10	67	16	83
	11-15	54	10	64
	over 15	104	15	119
33. Develop a positive outlook on life	1-5	64	13	77
	6-10	80	4	84
	11-15	61	6	67
	over 15	117	4	121
34. Use credit wisely	1-5	64	13	77
	6-10	75	9	84
	11-15	58	10	68
	over 15	110	10	120
35. Balance a checkbook	1-5	57	20	77
	6-10	59	25	84
	11-15	53	15	68
	over 15	82	37	119
36. Prepare nutritious meals	1-5	76	1	77
	6-10	82	2	84
	11-15	68	1	69
	over 15	116	5	121
37. Read labels	1-5	76	2	78
	6-10	83	1	84
	11-15	68	1	69
	over 15	119	2	121
38. Manage sex responsibly	1-5	35	42	77
	6-10	31	51	82
	11-15	32	33	65
	over 15	60	58	118
39. Set long- and short-term goals	1-5	72	5	77
	6-10	81	3	84
	11-15	62	6	68
	over 15	115	7	122

Table XII Continued

Task	Years of Experience	Taught	Not Taught	Total
40. Care for infants and young children	1-5	71	6	77
	6-10	81	3	84
	11-15	61	6	67
	over 15	111	10	121
41. Make decisions about marriage	1-5	57	20	77
	6-10	66	17	83
	11-15	53	13	66
	over 15	105	17	122
42. Practice good health habits	1-5	73	4	77
	6-10	80	4	84
	11-15	63	5	68
	over 15	120	2	122

N = 357

TABLE XIII: Frequencies of Tasks Needed and Not Needed According to Teachers' Years of Experience As a Home Economics Teacher

Task	Years of Experience	Needed	Not Needed	Total
1. Get a loan	1-5	73	2	75
	6-10	78	3	81
	11-15	60	6	66
	over 15	117	2	119
2. Make responsible decisions	1-5	77	0	77
	6-10	82	1	83
	11-15	69	0	69
	over 15	122	0	122
3. Communicate effectively with family members	1-5	75	1	76
	6-10	84	0	84
	11-15	69	0	69
	over 15	121	0	121
4. Make a budget based on income	1-5	77	0	77
	6-10	83	1	84
	11-15	69	0	69
	over 15	121	0	121
5. Choose toys for children	1-5	74	3	77
	6-10	81	1	82
	11-15	68	0	68
	over 15	120	2	122
6. Repair or alter clothing	1-5	77	0	77
	6-10	81	2	83
	11-15	67	0	67
	over 15	120	1	121
7. Launder clothes	1-5	76	2	78
	6-10	78	4	82
	11-15	63	3	66
	over 15	117	5	122
8. Maintain personal hygiene and grooming	1-5	76	1	77
	6-10	82	0	82
	11-15	66	3	69
	over 15	121	2	123
9. Buy household goods	1-5	75	2	77
	6-10	80	3	83
	11-15	64	1	65
	over 15	121	0	121

Table XIII Continued

Task	Years of Experience	Needed	Not Needed	Total
10. Choose clothing for self and others	1-5	*	*	*
	6-10			
	11-15			
	over 15			
11. Handle family crises	1-5	74	1	75
	6-10	81	0	81
	11-15	67	0	67
	over 15	119	2	121
12. Select housing	1-5	76	1	77
	6-10	80	3	83
	11-15	66	2	68
	over 15	120	0	120
13. Select and arrange home furnishings	1-5	74	2	76
	6-10	80	3	83
	11-15	62	4	66
	over 15	117	1	118
14. Make a home more energy efficient	1-5	76	0	76
	6-10	82	1	83
	11-15	68	1	69
	over 15	120	1	121
15. Maintain ideal weight	1-5	75	3	78
	6-10	82	2	84
	11-15	70	0	70
	over 15	121	0	121
16. Choose wisely when eating out	1-5	69	8	77
	6-10	74	10	84
	11-15	61	7	68
	over 15	113	5	118
17. Serve attractive meals	1-5	77	1	78
	6-10	82	1	83
	11-15	69	0	69
	over 15	120	0	120
18. Maintain yard and garden	1-5	48	27	75
	6-10	51	30	81
	11-15	31	30	61
	over 15	79	32	111
19. Entertain in the home	1-5	71	7	78
	6-10	77	5	82
	11-15	57	8	65
	over 15	114	5	119

*Data not available

Table XIII Continued

Task	Years of Experience	Needed	Not Needed	Total
20. Buy insurance	1-5	75	0	75
	6-10	75	5	80
	11-15	63	3	66
	over 15	117	1	118
21. Read and understand a warranty	1-5	77	0	77
	6-10	82	0	82
	11-15	67	1	68
	over 15	121	0	121
22. Select suitable child care	1-5	77	0	77
	6-10	80	3	83
	11-15	66	1	67
	over 15	118	1	119
23. Sew clothing	1-5	74	3	77
	6-10	84	0	84
	11-15	67	1	68
	over 15	120	1	121
24. Store food properly	1-5	78	0	78
	6-10	83	1	84
	11-15	69	0	69
	over 15	121	0	121
25. Clean and maintain a home	1-5	75	2	77
	6-10	81	2	83
	11-15	64	1	65
	over 15	120	1	121
26. Discipline children appropriately	1-5	75	1	76
	6-10	83	0	83
	11-15	64	1	65
	over 15	120	0	120
27. Plan time for work, rest, and leisure	1-5	72	5	77
	6-10	78	4	82
	11-15	61	4	65
	over 15	116	3	119
28. Plan for routine tasks	1-5	71	6	77
	6-10	76	6	82
	11-15	62	3	65
	over 15	114	4	118
29. Select clothing	1-5	76	0	76
	6-10	82	2	84
	11-15	63	2	65
	over 15	120	0	120

Table XIII Continued

Task	Year of Experience	Needed	Not Needed	Total
30. Use home computers	1-5	64	12	76
	6-10	70	10	80
	11-15	55	12	67
	over 15	101	15	116
31. Evaluate convenience foods	1-5	78	0	78
	6-10	83	1	84
	11-15	66	2	68
	over 15	120	1	121
32. Maintain pleasant home atmosphere	1-5	73	3	76
	6-10	81	2	83
	11-15	61	3	64
	over 15	119	0	119
33. Develop a positive outlook on life	1-5	75	2	77
	6-10	84	0	84
	11-15	66	1	67
	over 15	121	0	121
34. Use cr[illegible]it wisely	1-5	77	0	77
	6-10	81	3	84
	11-15	67	1	68
	over 15	120	0	120
35. Balance a checkbook	1-5	75	2	77
	6-10	80	4	84
	11-15	66	2	68
	over 15	119	0	119
36. Prepare nutritious meals	1-5	77	0	77
	6-10	83	1	84
	11-15	69	0	69
	over 15	121	0	121
37. Read labels	1-5	78	0	78
	6-10	83	1	84
	11-15	69	0	69
	over 15	121	0	121
38. Manage sex responsibly	1-5	76	1	77
	6-10	79	3	82
	11-15	64	1	65
	over 15	112	6	118
39. Set long- and short-term goals	1-5	77	0	77
	6-10	84	0	84
	11-15	67	1	68
	over 15	122	0	122

Table XIII Continued

Task	Years of Experience	Needed	Not Needed	Total
40. Care for infants and young children	1-5	77	0	77
	6-10	83	1	84
	11-15	66	1	67
	over 15	121	0	121
41. Make decisions about marriage	1-5	76	1	77
	6-10	81	2	83
	11-15	65	1	66
	over 15	122	0	122
42. Practice good health habits	1-5	77	0	77
	6-10	82	2	84
	11-15	68	0	68
	over 15	122	0	122

N = 357

Analysis by Geographic Location

Taught/Not Taught

The parish in which participants taught did not substantially affect questionnaire responses. In only one case was a slight difference noted. For, "Repair or alter clothing," 71% of the teachers from the seven southwestern Louisiana parishes utilized in the original student study listed it as taught while 81.8% of the respondent from the rest of the state felt it had been taught. Because of the similarity of responses throughout the entire state, state wide teacher responses were deemed equivalent for use in comparison to the data obtained from a seven parish area in the original study. (See Table XIV.)

Needed/Not Needed

Once again only one task showed any differences based on geography. "Maintain yard and garden" was listed as needed by 54.4% of the teachers from the southwestern parishes and 65.6% of the teachers statewide. (See Table XV.)

TABLE XIV: Frequencies of Tasks Taught and Not Taught According to Teachers' Geographic Location

	Task	Parish	Taught	Not Taught	Total
1.	Get a loan	7 southwestern	45	15	60
		other	201	79	280
2.	Make responsible decisions	7 southwestern	63	0	63
		other	285	2	287
3.	Communicate effectively with family members	7 southwestern	55	7	62
		other	268	19	287
4.	Make a budget based on income	7 southwestern	55	7	62
		other	248	40	288
5.	Choose toys for children	7 southwestern	57	7	64
		other	239	45	284
6.	Repair or alter clothing	7 southwestern	44	18	62
		other	233	52	285
7.	Launder clothes	7 southwestern	55	8	63
		other	239	44	283
8.	Maintain personal hygiene and grooming	7 southwestern	59	4	63
		other	271	16	287
9.	Buy household goods	7 southwestern	50	10	60
10.	Choose clothing for self and others	7 southwestern	59	3	62
		other	269	15	284
11.	Handle family crises	7 southwestern	44	16	60
		other	188	96	284
12.	Select housing	7 southwestern	48	14	62
		other	215	70	285
13.	Select and arrange home furnishings	7 southwestern	44	15	59
		other	198	85	283
14.	Make a home more energy efficient	7 southwestern	51	11	62
		other	215	71	286
15.	Maintain ideal weight	7 wouthwestern	56	8	64
		other	254	34	288
16.	Choose wisely when eating out	7 southwestern	40	23	63
		other	189	94	283

Table XIV Continued

	Task	Parish	Taught	Not Taught	Total
17.	Serve attractive meals	7 southwestern	60	3	63
		other	275	9	284
18.	Maintain yard and garden	7 southwestern	4	53	57
		other	22	248	270
19.	Entertain in the home	7 southwestern	41	20	61
		other	213	69	282
20.	Buy insurance	7 southwestern	40	20	60
		other	197	81	278
21.	Read and understand a warranty	7 southwestern	54	9	63
		other	243	41	284
22.	Select suitable child care	7 southwestern	52	10	62
		other	228	55	283
23.	Sew clothing	7 southwestern	59	4	63
		other	276	10	286
24.	Store food properly	7 southwestern	59	5	64
		other	277	10	287
25.	Clean and maintain a home	7 southwestern	54	8	62
		other	238	45	283
26.	Discipline children appropriately	7 southwestern	53	7	60
		other	242	40	282
27.	Plan time for work, rest, and leisure	7 southwestern	39	20	59
		other	208	75	283
28.	Plan for routine tasks	7 southwestern	49	13	62
		other	223	56	279
29.	Select clothing	7 southwestern	56	4	60
		other	267	17	284
30.	Use home computers	7 southwestern	1	57	58
		other	24	256	280
31.	Evaluate convenience foods	7 southwestern	53	10	63
		other	256	31	287
32.	Maintain pleasant home atmosphere	7 southwestern	47	11	58
		other	232	51	283
33.	Develop a positive outlook on life	7 southwestern	59	4	63
		other	261	23	284

Table XIV Continued

	Task	Parish	Taught	Not Taught	Total
34.	Use credit wisely	7 southwestern	53	8	61
		other	253	34	287
35.	Balance a checkbook	7 southwestern	48	14	62
		other	202	83	285
36.	Prepare nutritious meals	7 southwestern	60	4	64
		other	281	5	286
37.	Read labels	7 southwestern	61	3	64
		other	285	3	288
38.	Manage sex responsibly	7 southwestern	24	37	61
		other	135	145	280
39.	Set long- and short-term goals	7 southwestern	60	4	64
		other	269	17	286
40.	Care for infants and young children	7 southwestern	59	4	63
		other	264	21	285
41.	Make decisions about marriage	7 southwestern	45	17	62
		other	234	51	285
42.	Practice good health habits	7 southwestern	58	6	64
		other	277	9	286

N = 357

TABLE XV: Frequencies of Tasks Needed and Not Needed According to Teachers' Geographic Location

	Task	Parish	Taught	Not Taught	Total
1.	Get a loan	7 southwestern	56	4	60
		other	271	9	280
2.	Make responsible decisions	7 southwestern	63	0	63
		other	286	1	287
3.	Communicate effectively with family members	7 southwestern	62	0	62
		other	286	1	287
4.	Make a budget based on income	7 southwestern	62	0	62
		other	287	1	288
5.	Choose toys for children	7 southwestern	64	0	64
		other	278	6	284
6.	Repair or alter clothing	7 southwestern	61	1	62
		other	283	2	285
7.	Launder clothes	7 southwestern	61	2	63
		other	271	12	283
8.	Maintain personal hygiene and grooming	7 southwestern	61	2	63
		other	283	4	287
9.	Buy household goods	7 southwestern	59	1	60
		other	280	5	285
10.	Choose clothing for self and others	7 southwestern	62	0	62
		other	283	1	284
11.	Handle family crises	7 southwestern	58	2	60
		other	283	1	284
12.	Select housing	7 southwestern	62	0	62
		other	279	6	285
13.	Select and arrange home furnishings	7 southwestern	58	1	59
		other	274	9	283
14.	Make a home more energy efficient	7 southwestern	61	1	62
		other	284	2	286
15.	Maintain ideal weight	7 southwestern	62	2	64
		other	285	3	288
16.	Choose wisely when eating out	7 southwestern	57	6	63
		other	259	24	283

Table XV Continued

	Task	Parish	Taught	Not Taught	Total
17.	Serve attractive meals	7 southwestern	63	0	63
		other	284	2	286
18.	Maintain yard and garden	7 southwestern	31	26	57
		other	177	93	270
19.	Entertain in the home	7 southwestern	57	4	61
		other	262	20	282
20.	Buy insurance	7 southwestern	57	3	60
		other	272	6	278
21.	Read and understand a warranty	7 southwestern	63	0	63
		other	283	1	284
22.	Select suitable child care	7 southwestern	61	1	62
		other	279	4	283
23.	Sew clothing	7 southwestern	61	2	63
		other	128	3	286
24.	Store food properly	7 southwestern	64	0	64
		other	286	1	287
25.	Clean and maintain a home	7 southwestern	61	1	62
		other	278	5	283
26.	Discipline children appropriately	7 southwestern	59	1	60
		other	281	1	282
27.	Plan time for work, rest, and leisure	7 southwestern	54	5	59
		other	272	11	283
28.	Plan for routine tasks	7 southwestern	58	4	62
		other	264	15	279
29.	Select clothing	7 southwestern	60	0	60
		other	280	4	284
30.	Use home computers	7 southwestern	45	13	58
		other	243	37	280
31.	Evaluate convenience foods	7 southwestern	63	0	63
		other	283	4	287
32.	Maintain pleasant home atmosphere	7 southwestern	57	1	58
		other	276	7	283
33.	Develop a positive outlook on life	7 southwestern	62	1	63
		other	282	2	284

Table XV Continued

Task	Parish	Taught	Not Taught	Total
34. Use credit wisely	7 southwestern	61	0	61
	other	283	4	287
35. Balance a checkbook	7 southwestern	61	1	62
	other	278	7	285
36. Prepare nutritious meals	7 southwestern	64	0	64
	other	285	1	286
37. Read labels	7 southwestern	64	0	64
	other	287	1	288
38. Manage sex responsibly	7 southwestern	56	5	61
	other	274	6	280
39. Set long- and short-term goals	7 southwestern	64	0	64
	other	285	1	286
40. Care for infants and young children	7 southwestern	63	0	63
	other	283	2	285
41. Make decisions about marriage	7 southwestern	60	2	62
	other	283	2	285
42. Practice good health habits	7 southwestern	63	1	64
	other	285	1	286

N = 357

Comparison of Teacher and Student Responses

Taught/Not Taught

Although research has shown that there exists great opportunity for discrepancy between what teachers feel they have taught and what students perceive as having been presented to them, the results of this study suggested that the participating teachers did a good job of getting their message across to students. Lists compiled of the ten most frequently taught tasks for teachers and for students showed eight tasks in common: "make responsible decisions," "read labels," "prepare nutritious meals," "serve attractive meals," " store food properly," "sew clothing," "practice good health habits," and "maintain personal hygiene and grooming." (See Table XVI.) Teachers did express more strongly than students that "set long- and short-term goals" and "choose clothing for self and others" had been taught. Similarly students registered higher frequencies for "repair or alter clothing" and "care for infants and young children."

TABLE XVI: Comparison of Consumer and Homemaking Tasks Most Frequently Listed by Teachers and Students as Taught

Teachers	Students[1]
*Make responsible decisions	*Sew clothing
*Read labels	*Prepare nutritious meals
*Prepare nutritious meals	*Practice good health habits
*Serve attractive meals	*Maintain personal hygiene and grooming
*Store food properly	Repair or alter clothing
*Sew clothing	*Serve attractive meals
*Practice good health habits	*Read labels
*Maintain personal hygiene and grooming	*Make responsible decisions
Set long- and short-term goals	*Store food properly
Choose clothing for self and others	Care for infants and young children

*Present on both lists.

[1]Daniel, Ellen and Barbara L. Stewart, "Consumer and Homemaking Curriculum Analysis Based on the Needs of Secondary Graduates," Louisiana Department of Eduction, 1983.

Needed/Not Needed

Students and teachers generally agreed on which tasks were needed to be taught. Five skills were shared by the top ten rankings of the two groups of respondents. These were "make responsible decisions," "repair or alter clothing," "make a home more energy efficient," "store food properly," and "prepare nutritious meals." (See Table XVII.) Narrowly missing top ten status for the teachers but attaining it for students were "make a budget based on income," "sew clothing," "practice good health habits," "use credit wisely," "care for infants and young children," and "handle family crises." Students also rated "buy insurance" as highly needed while teachers viewed its priority more moderately. Instead teachers emphasized "communicate effectively with family members," "choose clothing for self and others," "read labels," "serve attractive meals," "read and understand a warranty," and "set long- and short-term goals."

TABLE XVII: Comparison of Consumer and Homemaking Tasks Most Frequently Listed by Teachers and Students as Needed

Teachers	Students[2]
*Make responsible decisions	Make a budget based on income
Communicate effectively with family members	Sew clothing
*Repair or alter clothing	*Prepare nutritious meals
Choose clothing for self and others	*Repair or alter clothing
*Make a home more energy efficient	Practice good health habits
*Store food properly	Use credit wisely
Read labels	Care for infants and young children
Serve attractive meals	*Make responsible decisions
Read and understand a warranty	*Store food properly
*Prepare nutritious meals	Handle family crises
Set long- and short-term goals	*Make a home more energy efficient
	Buy insurance

*Present on both lists.

[2]Daniel, Ellen and Barbara L. Stewart, 1983.

CONCLUSIONS

The results of this study which examined home economics teachers' perceptions of consumer and homemaking tasks which needed to be taught and were taught and the 1983 study which investigated former home economics students' perceptions of consumer and homemaking tasks which needed to be taught and were taught combined to suggest that generally the home economics curriculum in Louisiana is meeting the needs of students.

Former students and teachers were very closely matched regarding which tasks they expressed most strongly needed to be taught. In only one case did students rate a task as highly needed while teachers rated it more moderately. Students experienced a greater need for insurance buying skills than teachers projected. Perhaps it would be wise to include instruction in buying insurance in the curriculum more frequently. Since student and teacher perceptions of need were so similar this research proposed the value of reinforcing these elements within existing curricula. These topics included "make responsible decisions," "repair or alter clothing," "make a home more energy efficient," "store food properly," and "prepare nutritious meals." (See Table XVII.)

Remarkable consistency between student and teacher responses as to which topics had been taught was evident. Although great potential existed for communication gaps between what teachers thought they had taught and what instruction student perceived as having been presented to them, the

data showed no such discrepancy. Teachers were apparently clear in their instruction. Eight of the top ten tasks noted as taught were the same for both students and teachers. Simultaneously reported as taught most frequently were "make responsible decisions," "read labels," "prepare nutritious meals," "serve attractive meals," "store food properly," "sew clothing," "practice good health habits," and "maintain personal hygiene and grooming," (See Table XVI.)

Similar to the findings for student responses in the 1983 study, teachers showed homogeneous perceptions of tasks needed and taught. In general teachers appeared to be teaching the skills they considered to be needed by students. Only three of the tasks were highly rated as needed but more moderately regarded as taught. Perhaps appropriate inservice training is required in the areas of "repair or alter clothing," "make a home more energy efficient" and "read and understand a warranty" to enable teachers to more comfortably and capably include these topics in the curriculum.

Three of the demographic variables did have an impact on teachers responses. Generally where the level of a teacher's education did cause deviations in the data it was found that tasks were taught more frequently by teachers who had earned a master's degree plus thirty or more hours of credit. Similarly it was noted that teachers with a greater number of hours of university credit beyond the bachelor's degree achieved within the last five years registered increased frequencies of tasks perceived as taught. Likewise, as the length of experience as

a home economics teacher increased the frequencies of tasks reported as taught also rose. This suggests that perhaps additional education and experience allowed teachers to cover a greater diversity of topics. Since length of service is a relatively stable function of time focus could then be well placed on promoting motivation and opportunity for teachers to attain additional education.

In conclusion, the findings of this study suggested that generally students and teachers were unified in their perceptions of which topics should be taught in secondary home economics classes. Additionally the data showed that teachers had clearly presented areas of instruction to their students and that students had retained during the period of this study an accurate concept of which areas had been covered. The topics which teachers recorded as needed were closely matched to those cited as taught. This suggests that generally teachers were meeting the curricular needs of students.

Minor adjustments to existing curricula and flexibility to meet future demands could be facilitated through inservice training. The case for further education of teachers is substantiated by the findings that increased level of education and hours of university credit beyond the bachelor's degree caused, in some cases, a greater propensity to teach more diversified subjects.

APPENDIX A

Cover Letter for Questionnaire

The University of Southwestern Louisiana

Lafayette, Louisiana 70504

College of Agriculture
School of Home Economics
(318) 231-6577

Université des Acadiens

January 16, 1984

Dear Home Economics Teacher:

Please share five minutes with us to complete the enclosed questionnaire. Your responses will help us know what is being taught in Louisiana home economics programs.

Composite results will be shared with home economics teachers throughout the state during the fall of 1984.

Thank you for your assistance.

Sincerely,

Ellen Daniel

Ellen Daniel, Ed.D.
Associate Professor

Barbara Stewart

Barbara L. Stewart, Ed.D.
Director, School of Home Economics

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Enclosure

APPENDIX B

Questionnaire

Please respond to each of the following as they describe you at the end of this academic year.

Education: /_/ Bachelor's degree /_/ Master's degree /_/ Master's plus 30

Hours of university credit beyond the Bachelor's degree in the last five years:

/_/ 0-3 /_/ 4-15 /_/ 16-30 /_/ over 30

Years of experience as a home economics teacher:

/_/ 1-5 /_/ 6-10 /_/ 11-15 /_/ over 15

In which parish do you teach? _____

Did you teach in that parish during 1978 - 1982? /_/ Yes /_/ No

Listed below are tasks one may do as a homemaker. Please respond to each task twice. (1) Check under needed if you feel students need to learn to do the task. Check not needed if you feel students do not need to be taught this in home economics. (2) Check under taught if you taught how to do the task in any of your high school home economics classes or not taught if not.

Tasks	Needed	Not Needed	Taught	Not Taught
1. Get a loan				
2. Make responsible decisions				
3. Communicate effectively with family members				
4. Make a budget based on income				
5. Choose toys for children				
6. Repair or alter clothing				
7. Launder clothes				
8. Maintain personal hygiene and grooming				
9. Buy household goods				
10. Choose clothing for self and others				
11. Handle family crises				
12. Select housing				
13. Select and arrange home furnishings				
14. Make a home more energy efficient				
15. Maintain ideal weight				

Tasks	Needed	Not Needed	Taught	Not Taught
16. Choose wisely when eating out				
17. Serve attractive meals				
18. Maintain yard and garden				
19. Entertain in the home				
20. Buy insurance				
21. Read and understand a warranty				
22. Select suitable child care				
23. Sew clothing				
24. Store food properly				
25. Clean and maintain a home				
26. Discipline children appropriately				
27. Plan time for work, rest, and leisure				
28. Plan for routine tasks				
29. Select clothing				
30. Use home computers				
31. Evaluate convenience foods				
32. Maintain pleasant home atmosphere				
33. Develop a positive outlook on life				
34. Use credit wisely				
35. Balance a checkbook				
36. Prepare nutritious meals				
37. Read labels				
38. Manage sex responsibly				
39. Set long- and short-term goals				
40. Care for infants and young children				
41. Make decisions about marriage				
42. Practice good health habits				
43. Other - Please list on back				

ABSTRACT

Since the goal of vocational home economics education is to prepare students for their roles as homemakers it is imperative that the needs of students both male and female are matched closely by what they are taught. The purpose of this project was to analyze whether the perceptions of students concerning consumer and homemaking tasks taught and needed correlates with the perceptions of teachers as to what they felt they taught and what was needed by homemakers.

Questionnaire responses from 1442 home economics graduates and 357 teachers were compared. Teachers and students registered a high degree of similarity in the tasks they perceived as needed to be taught. Also, indicating a lack of communication gap, teachers and students responded similarly in their indications of which tasks had been taught. Most notable for curriculum development was the fact that generally tasks most highly ranked as needed by both groups were also recorded by both as having been taught. Implications were drawn for minor curricula revision and evidence was given for support of increased teacher preparation as teacher experience and education were shown to favorably impact teaching diversity.

REFERENCE

Daniel, Ellen and Barbara L. Stewart, "Consumer and Homemaking Curriculum Analysis Based on the Needs of Secondary Graduates," Louisiana Department of Education, 1983.